

N.B.—These Programmes must be used in conjunction with *Home Education, School Education and Parents and Children* (see N.B. 3).

Programme 125†

L₃

(Jan. to March, 1933.
April to July, 1933, overseas)

Parents' National Educational Union. The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM III. (A & B).
(Ages 11 to 13).

PUPILS' NAMES.....

Bible Lessons.

The Bible text (as given in the book used) must be read
and narrated first.

A & B. *Old Testament History*,* by J. M. Hardwick and H. Costley-White, D.D. (Murray, 3/6), Vol. II., pp. 72-131 ; (from *Numbers*, chapter 16 to *Joshua*, chapter 24). Teacher use introductions and appendices. *The Acts of the Apostles**, chapters 1-5.

A. *The Saviour of the World*,* Vol. IV. (P.N.E.U. Office, 3/-), pp. 66-133, with Bible passages from the index.

A & B. For reference: *Clarendon Bible : The Acts*, with introduction and commentary by A. W. F. Blunt, B.D. (Oxford Press, 4/6). *Peloubet's Bible Dictionary* (R.T.S., 10/6), for all names of persons and places. *Philip's Handy Scripture Atlas** (1/-). *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). *The Little Bible* (Oxford Press, 2/6, see *Appendix for Teachers and Parents*). *Helps to the Study of the Bible* (new edition, Oxford Press, 8/6). For daily Bible reading and prayers: *Daily Readings and Notes* (Series B), monthly schemes from the Secretary, B.R.F., 19 Old Queen Street, London, S.W. 1 (2/6 a year), or, *Lectiones, 1933* (Spottiswoode, 1d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Songs of Praise* (Oxford Press, 6/-, words only 9d.). *Two Minute Bible Readings*: for use in opening schools (S.C.M., 3/-).

For Sunday Reading, etc.:

A & B. *St. Paul's Life and Letters*, by J. Paterson Smyth (Sampson Low, 2/6), pp. 1-75. *John Williams the Shipbuilder* (Missionary), by Basil Mathews (Oxford, 2/6).

A. Cowper's *Poems. Pioneer Women*, by M. E. Tabor (Sheldon Press, 2/6).

† The 125th term of work set since the Parents' Union School began.

A & B *The Church Catechism Explained*, by A. W. Robinson (Cambridge Press, 2/-); or, *Pioneers of the Kingdom* (Part I., A.D. 33-1300), by P. L. Garlick (C.M.S., 2/-).

A & B Sunday Occupations: A Book of Centuries (see under General History).

Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9.

Writing.

Choose and transcribe passages from (a), the poetry set, and (b), other literature.

A *New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7, 8 or 9; or, McDougall's *Print-Form Writing Exercises*, Book 2 & 3 (3½d. each.)

Dictation

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

Composition.

Oral or written narration every day after each subject. Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. Doggerel must not be written. Metres of poems read under Literature should be followed.

The Little Oxford Dictionary (Oxford Press, 1/6), may be used. Pupils are advised to join the P.U.S. Portfolio of Story and Verse (see *Our Work*, January Parents' Review).

English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

A & B *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 139-158; with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9), pp. 82-102.

Beginners work through *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6).

Literature. (See N.B. 1.)

A *The History of English Literature for Boys and Girls*,* by H. E. Marshall (Jack, 10/6), pp. 503-556. Read poems by Goldsmith, Burns and Cowper. See Palgrave's *Golden Treasury* (below), Cowper's *Poems** (selection, Oxford Press, 6d.), and *The Deserted Village** (Blackie, 3d.).

A & B Shakespeare's *As You Like It** (Blackie, Plain-text, 6d.). Scott's *Redgauntlet** (Nelson, 1/3). Read poetry daily.

*Palgrave's Golden Treasury** (with Part V., modern poetry, Macmillan, 2/-).

A Literary and Historical Atlas of Europe, by J. G. Bartholomew (Dent, 2/6), may be used.

British History.¹

A & B Arnold-Forster's *A History of England** (Cassell, 8/6), pp. 642-690 (1745-1799), or, continue in *A History of England*,* by Cyril Robinson, Vol. III., (Methuen, 3/6). Make summaries of events and dates, and finish a chart of the 18th Century (see *History Charts*, P.N.E.U. Office, 6d.).

Read the daily news and keep a calendar of events. Take *The Home and Class Room Section of The Times* (P.N.E.U. Office, 6/- a year); or, *The Times Weekly Edition* (P.N.E.U. Office, £1 2s. 0d. a year).

Teacher will find useful Quennell's *History of Everyday Things in England*, Part VI. (18th Century), (Batsford, 3/-), or, *Everyday Life in Old Scotland*, Part III., by I. F. Grant (Allen, 2/6).

General History.

A *Hellas the Forerunner*,* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 160-211. *Readings from Indian History*,* by E. R. Sykes, Vol. I. (C.T.S.I., 2/-), pp. 1-43. Teacher will find useful Quennell's *Everyday Life in Homeric Greece* (Batsford, 7/6); *Coloured Postcards, Set C 9* (India), (British Museum, 2/6).

B *A First History of France*, by L. Creighton (Longmans, 5/-), pp. 223-259. *A Book of Ancient Peoples*,* by Helen Corke (Oxford, 2/9), pp. 1-38.

A & B Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6; see illustrated leaflet, by Miss Bernau, 6d.). *The British Museum for Young People*, by Frances Epps (revised edition), (Black, 3/6), chapters 1 and 9.

Put in events and illustrations from all the history studied during the term (Bible, English, French, General). Visit museums. For reference, (A) *Guide to Greek and Roman Antiquities* (British Museum, 2/-), and *Postcards*, catalogue to be had from the Museum.

Citizenship.

A *Ourselves*,* Book I. (Kegan Paul, 4/6), pp. 95-117. A & B North's *Plutarch's Lives: Alcibiades** (Blackie, 10d.). *Buyers and Makers*,* by D. M. Vaughan (Longmans, 2/-), pp. 29-64.

Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

A For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

Geography.

Map questions as in the Ambleside Geography Book to be answered from map before each lesson; then reading and narration. Memory sketch maps. Local geography out-of-doors; choose special studies from *Outdoor Geography*, by H. Hatch (Blackie, 2/6). See also *Home Education*, Parts II. and V.

A & B *Ambleside Geography Book IV.*,* 1928 edition, (Kegan Paul, 4/-), pp. 1-57 (general survey of Europe, France). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 169-211.

A Geikie's *Geology Primer** (Macmillan, 1/9), pp. 1-53.

A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Regional map studies. Philip's *Modern School Atlas of Physical, Political and Commercial Geography** (1929 edition, 7/6).

¹ National History may be read in one General History period; see under Reading.

Natural History.¹

- A *Winners in Life's Race*,^{*} by A. Buckley (Macmillan, 6/-), pp. 181-240.
B *Life and her Children*,^{*} by A. Buckley (Macmillan, 6/-), pp. 201-232.
A & B *The Chemical History of a Candle*,^{*} by Michael Faraday (Dent, 1/-), pp. 82-148. Read introduction.
Keep a Nature Note-Book^{*} (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes.
For special studies suitable to the season and climate, see *Nature Rambles*, Vols. I. to IV., also *Nature in the Garden*, Vols. I. and II., all by Edward Step, F.L.S. (Warne, 2/6 each); S.N.S.U. Leaflets Nos. 16 and 46 (*Nature Tracking II.*, *Foot Tracks*, and *The Beginnings of Star Study*), (2½d. each).

General Science.

- A *The Mysterious Ocean of Æther*,^{*} by C. R. Gibson (Blackie, 1/3), pp. 1-39.
Children not going on into Form IV. may use instead: *The Health Reader*,^{*} by W. Hoskyns-Abrahall (Cassell, 3/-), pp. 39-65 and 180-205.

French.² (See N.B. 4.)

- A & B *A French Course for Schools*, Part II.,^{*} by H. F. Collins (Macmillan, 2/-), Lessons 14-20. Read and narrate only: *Le Nuage Rose*,^{*} by George Sand (Nelson, 1/-), pp. 36-67; parse two pages.
Read several poems and learn one from *Recueil de Poèmes*,^{*} by J. Molmy, Vol. II. (Blackie, 6d.); or a scene for acting from *Nos Petites Pièces*,^{*} by Gabrielle L' Honoré (Dent, 1/-).
For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set).

Latin. (See N.B. 4.)

- A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,^{*} by M. C. Gardner, M.A. (Oxford Press, 3/-); Part II., §§ 14-20, or, continue.
B *Gradatim*,^{*} by H. R. Heatley and M. N. Kingdon (Longmans, 2/-), pp. 25-34; or continue in *A Latin Book for Beginners*, Part I.

German.² (See N.B. 4.)

- A *Primary German Course*,^{*} by O. Siepmann (Macmillan, 8/-), lessons 1-3, inclusive, or continue.
Teacher study preface, using the lessons, exercises, grammar, stories, poems, etc., as suggested.
or, easier, *Ich Kann Deutsch Lesen*,^{*} by G. Gladstone Solomon (Heinemann, 2/6), pp. 1-26.

or, Italian.² (See N.B. 4.)

- A *Italian Lessons and Readings*,^{*} by C. U. Clark (Harrap, 5/-), Lessons 4-6, or continue.
The Italian Irregular Verbs (Hachette, 1/-) will be found useful.

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

Arithmetic. (See N.B. 4.)

- Dr. Ballard's *Fundamental Arithmetic*, Books III. and IV., with Teacher's Books. *Arithmetical Dictation*, by Alfred Wisdom, Books III. & IV., for rapid mental work.
A (1st Term.) *Fundamental Arithmetic*, Book IV.* (U.L.P., Pupil's, 1/-), pp. 21-40, (Teacher's, 2/3). *Arithmetical Dictation*, Book IV. (U.L.P., 1/-), Exs. 196-210.
B (1st Term.) *Fundamental Arithmetic*, Book III. (Pupil's Book, 1/-), pp. 41-59, (Teacher's, 2/3), with *Arithmetical Dictation*, Book III. (1/-), Exs. 151-168.
Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

Geometry. (See N.B. 4.)

- A & B[†] *A Shorter School Geometry*,^{*} by H. S. Hall and F. S. Stevens (Macmillan, Part I., 2/6); pp. 30-42, or continue.
The School Set of Mathematical Instruments,^{*} (P.N.E.U. Office, 1/- or 2/-).

Algebra. (See N.B. 4.)

- A *A First Course in Algebra*, by W. G. Borchardt, M.A., B.Sc. (Rivington, 3/-), pp. 1-16.
B[†] *Exercises in Algebra for Beginners*,^{*} by W. S. Beard (Bell, 10d), pp. 1-12; or continue.

[†] III.B takes Geometry or Algebra, but not both.

Picture Study and Architecture.

- Study, describe, and draw from memory details of, six reproductions of pictures by Murillo^{*} (P.N.E.U. Office, 2/- the set).
See the special notes for teachers only in the January *Parents' Review*; also *Home Education* and *School Education*.

Painting, etc.

- Studies of kitchen utensils; two-minute figure poses.
Original illustrations (e.g., for the term's Literature and Ancient History) and simple memory drawings.

Paint-box^{*} with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (see under *Our Work* in the January *Parents' Review*).

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-); *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6); *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6).

Music Appreciation.

- The work of Elgar; see (a) article, and (b) records suggested under *Our Work*, in the January *Parents' Review*.

Ear Training, Singing, Piano, etc.

(a) Regular lessons in ear-training and sight-reading.

The Compleat Teacher, Books III. and IV. (Boosey, teacher's books, 2/6, pupil's 3d. each), 10 lessons a term; or, use Books I. and II., according to standard.

(b) Three English songs, and three French songs.

The Clarendon Song Books: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book II. (Novello, 4/-).

(c) Learn suitable compositions by Elgar. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Teacher should read also *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalm 95. Two of Wesley's or Cowper's hymns. A scene from the Shakespeare play, or, two poems.

Choose from *The Golden Treasury*, or from *Historical Lyrics and Ballads*, Book II. (Blackie, 1/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

A & B Bulfinch's *Age of Fable** (Dent, 2/-), pp. 186-215. *Barnaby Rudge**, by Charles Dickens (Nelson, 1/3), or, *Catrina**, by R. L. Stevenson (Nelson, 1/3), *Climbing Mount Everest**, by Captain G. I. Finch, M.B.E. (Philip, 8d.).

A *Herodotus: Stories and Travels** (Dent, 1/4), pp. 211-255.

Scottish, Irish, or Welsh children may read from: *A Short History of Scotland*, by R. L. Mackie (Oxford Press, 6/-); *A Class-Book of Irish History* by James Carty, in four parts (Macmillan, 1/- each); *Readings from Welsh History*, by Ernest Rhys, in two parts (Hughes & Son, Wrexham, 1/- each).

Drill, etc. (Choose new work each term).

Daily drill, dancing, or games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: *The English Country Dance*, Graded Series, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series II. and III. (Ling Association, with instructions, 11d. each).

(c) Games: Longball (*Rules*, Bourne & Co., 2d.), Hockey; Netball.

Work: Crafts, etc.

Do some definite house or garden work.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

Individual Work in Cardboard Modelling, Book I., by W. N. Matthews (Pitman, 10d.). (Materials from Dryad Ltd., 42 St. Nicholas St., Leicester).

(b) Make a bamboo pipe, and learn to play it.

See *The Piper's Guild Handbook*, by Margaret James (Cramer, 2/-), and *Piper's Music Book I.* (2/-, melody only 9d.).

(c) Sewing: cut out and make a garment and do some embroidery.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6) may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

or, Boys: make models in woodwork.

101 Things for a Boy to Make (new edition), by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d., and Sheet No. 15, 6d.)

Boys and girls, darn and mend garments from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form III. lasts two years (ages 11-13). Where the same book is used in Form III. A & B, more advanced work should be expected from pupils in Form III.A. **Form III.B is the old Second Year II.A. Second Year III. is now called IV.B.**

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/-, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached ; but they will be handicapped in the future if they have not covered the full course for the Form (6 terms).

N.B. 5.—Each pupil should have a copy of all books, etc., marked *, and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

Parents' National Educational Union

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

FORM III.

PUPILS' NAMES.....

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Bible Lessons.

- I. A & B. 1. Describe the last days of Moses. Can you give any of his last words ?
2. (a), "Be strong and of a good courage"; (b), "All the people shall shout with a great shout"; (c), "Let them be hewers of wood and drawers of water." Mention the occasions on which these words were used and describe fully one of them.
3. Tell the story of Balaam, showing what we may learn about his character.
- II. A & B. 1. Describe the events that happened immediately before and after the Ascension of our Lord.
2. What happened "when the day of Pentecost was fully come," (a), to the Apostles, (b), to the multitudes?
- A. 3. Describe the scene at the Beautiful Gate of the Temple and give what you can of St. Peter's address that followed.

Writing. (Writing is also considered in each answer.)

Write (A), ten, (B), six, lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer).

Ambleside Geography Book IV., p. 51, "The season of vintage . . . hither and thither" (for B.), . . . delicious fruit" (for A.).

Composition.

1. Write in prose (or verse which must scan), on **one** of the following,—(a), a composition by Elgar; (b), Orion.
2. Describe a scene connected with **one** of the following,— "David and Catriona in Holland"; (b), "Barnaby and his Raven"; (c), "On the Solway." (*Red-gauntlet*).

English Grammar.

1. Analyse, and parse the words in italics:
"This Hermit good lives in that wood
Which slopes down to the sea.
How loudly his sweet voice he rears!
He loves to talk with marineres
That come from a far countree."
2. Write six sentences containing noun clauses. Then re-write them with noun phrases, preserving the same sense.

Literature.

1. Write a letter as from "Darsie Latimer" to "Alan Fairford."
2. Describe the part played by (a), "Rosalind" or, (b), "Touchstone" in *As You Like It*, quoting lines if you can.
3. Write down the titles of six of Cowper's poems. Narrate the substance of two short ones, or, a longer one, quoting lines where you can.

British History.

1. Write a short account of Robert Clive and his work in India.
2. What do you know of the events connected with Washington and the Declaration of Independence?
3. Write a short account of the French Revolution.
or, III. B. may take the II.A. History questions:
 1. Write an account of **one** of the following,— Robert Clive and his work in India, or, (b), General Wolfe.
 2. What do you know of the American Colonies and the Stamp Act?
 3. Write a short account of William Pitt.

General History.

- A 1. What do you know of (a) Thucydides, (b) Pausanias, the Spartan?
- B 1. Write an account of Gautama Buddha.
2. What do you know about early days in Babylonia?
2. Describe two of the drawings you have made in your Century Book this term, giving dates.

Citizenship.

- A & B 1. (a) What do you know about the friendship of Alcibiades and Socrates? or, (b) Tell two stories to show why the Athenians "bore with Alcibiades in all things and did cover his faults."
2. How would you use a legacy of £5? Trace out what becomes of the money paid for one of the things you might buy.
- A 3. In what different ways may (a) kindness, (b) generosity be shown? Give examples from your reading this term.

Geography.

- A & B 1. Draw a sketch map of France, putting in its boundaries and river and mountain systems. Write a description of (a) the provinces of the North Coast, or, (b) the vine-growing provinces.
2. Describe (a) the course of the Blue River, or, (b) the Trans-Siberian Railway, or, (c) Mongolia, as seen by Sven Hedin.
- A 3. What may we learn of the past history of (a) sandstone, (b) granite, by examining a small piece of each?

Natural History.

- A 1. Mention four strange animals to be found in Australia. Write fully about one of them. Diagrams.
- B 1. Describe the construction and habits of a grasshopper. Drawing.
- A & B 2. Describe an experiment to prove that we spoil the atmosphere of an unventilated room by breathing it.
3. What records have you made in your Nature Note-Book this term about (a) foot tracks out of doors, (b) stars and planets, or, (c) any other special out-door study?

General Science.

- A 1. What is meant by (a) the reflection, (b) the refraction of light? Show that both occur when we read with the help of spectacles. Diagrams.
- or,* 1. What does breathing mean? What organs do we breathe with and how does fresh air reach the blood?

French.

1. Tell the story of the picture on p. 125 (*French Course for Schools*, Part II.) in the first person.
2. Use in sentences the following verbs: *prendre* (present indicative), *mettre* (future), *croire* (past historic), *se plaindre de* (perfect), *venir* (perfect), *faire* (imperative), using a different person, singular or plural, in each sentence.
3. Write out (a) the French poem you have learnt this term, or, (b) a short narration (in French) of one you have read.

Latin. 1. Write the Comparative and Superlative of: *facilis, brevis, magnus, antiquus, benevolus.*

2. Translate (1) He stood far from the lake lest the fish should see him. (2) See that you tell a very long story.

(3) They ordered the boy not to make wings.

3. (a) *A Latin Book for Beginners*, Part II. Translate § 18, lines 43-53. (b) Read the Latin of these lines again, then either narrate in Latin or tell the end of the story very simply in Latin.

B 1. (a) Write the Comparative and Superlative of: *altus, fidelis, pulcher.* (b) Write the Genitive and Dative Singular of "unus."

2. (*Gradatim.*) Translate (1) Not far from that place stood the king with his faithful hound. (2) "Give me the reward," he said. (3) They remained in the city for two months.

3. (a) Translate § 40 from "Rex" to "jungit." (b) Read the Latin again then write a Latin narration.

German.

A 1. Write six sentences in German about the picture on page 3.

2. Translate into German page 169 V. sentences 1-3; 10-13.

or, 1. Make six sentences in German about *Der Garten*.

2. Make sentences using the numbers 5, 8, 11, 12, 20.

or, Italian.

1. Translate into Italian,—in the school, to the train, at the market, through the park, from the house.

2. Use in sentences (a) the plural of,— *loro fratello, tuo cugino, sua figlia*, (b) the Italian for,— some bread, any meat, any flowers.

Arithmetic.

A 1. Find the value (to the nearest penny) of:

$$\frac{1}{8} \text{ of } £6\ 10s.\ 4d. + \frac{5}{2} \text{ of } £3\ 11s.\ 4d. - £1\cdot106 + 5\cdot25 d.$$

2. I bought 12 oranges at $\frac{3}{4}$ d. each, 19 jars of jam at 1s. 4d. each, 18 lb. of bacon at $6\frac{1}{2}$ d. a lb., 9 yards of material at $11\frac{3}{4}$ d. a yard, and 8 chairs at 19s. 11d. each. Find, as shortly as possible, how much I spent altogether.

3. If 5 sq. yds. of carpet cost 37s. 6d., what would it cost to carpet a room 12 yds. by 6 yds.?

B 1. Simplify (a) $\frac{1}{10} + \frac{3}{20}$

$$\frac{3}{5} - 1\frac{1}{3}$$

$$(b) 4\frac{1}{2} \times \frac{8}{15} \times 6\frac{2}{3} \div 1\frac{1}{5}$$

2. Divide £145 5s. 6d. among A, B, and C, so that when A gets £5, B may get £4 and C get £3.

3. A furnace uses 5 cwt. of coal in 3 hours. How long will 2 tons of coal last?

Geometry.

1. Show how to draw a triangle ABC, such that $c=3\ 0''$, $A=104^\circ$, $B=36^\circ$. What is the third angle?

2. Two cyclists start from the same point O. In an hour one has cycled 9 miles to the East and then 5 miles to the North; and the other 8 miles to the South and then 4 miles West. Draw a plan ($\frac{1}{2}$ inch to the mile) of their routes; and find how far apart they are at the end of an hour.

3. A tower is observed from a point on the ground 200 yds. from its foot and the angle of elevation of the top is found to be 19° . What is the height of the tower? (Scale 200 ft. to 1 inch.)

Algebra.

A 1. Find the value of:— (i.) $7(11-3)-4(15-6)$.
(ii.) $3(x-y)$ when $x=5, y=2$.

2. Solve the equations:— (i.) $3x-5=19$.
(ii.) $\frac{4}{7}(x+2)=2$.

B 1. If $x=4, y=3$, find the value of:—

$$(i.) \frac{x+5}{y}, \quad (ii.) \frac{xy+2}{7}$$

2. A grocer sells p lb. of tea at 3/- a lb., q lb. of another tea at 2/- a lb., and p lb. of a third kind at 4/- a lb. How many shillings does he receive?

Picture Study.

Describe Murillo's "Moses Striking the Rock," or a detail.

Painting. (All work should be done with brush and in colour.)

1. Two kitchen utensils, e.g., milk-can, jug, cups, bowl.

2. A scene from *Redgauntlet*, or, *As You Like It*.

Recitations.*

Father to choose two Bible passages, a poem from *The Golden Treasury*, or, a scene from *As You Like It*.

Reading.*
Father to choose a poem, and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*
Father to choose an English, a French, and a German song and three exercises.

Drill.*

Report progress

Work.*
Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 27th,
Papers to be posted on April 1st, *with no other enclosure.*
**Parents' Reports, Form "J," loose papers, etc., sent later
cannot be added.** The examination should last only a full
school week. It may be postponed if due notice is given.
Unlimited time should not be given for any answers: see
Regulations, Nos. 1 & 7.

N.B. 2.—Subjects thus indicated (*) to be marked on the
Parents' or Teacher's Report according to Regulations, and
marks to be added up. For scale of values see head of Report
Form.

N.B. 3.—Please note carefully the Regulations as to the
number of papers to be sent in by schools.

N.B. 4.—Members overseas may send in papers for ex-
amination at the end of *any two* terms in the year, and are
asked to keep "Form J." and the "optional examination"
Report form for the terms in which they are needed.

Members are asked to state on the Parents' or Teachers'
Report Form (*a*), how the pupil has worked during the term; (*b*), if
there has been any handicap on account of illness during the term; (*c*),
the reason for the omission of subjects in the examination.